

Childminder report

Inspection date: 13 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children settle well in the childminder's home and develop good relationships with her. They are warmly welcomed and demonstrate that they feel safe and secure. The childminder offers support and reassurance if the children need help, which successfully develops their confidence. She encourages the children to freely select from the wide range of resources available to them. The childminder supports the children to make friends with their peers. She encourages them to concentrate as they work out how to build a train track. Younger children are then encouraged by the childminder to make sounds associated with their play, such as 'choo, choo' as they push the trains along the track.

The childminder encourages the children, including children who speak English as an additional language, to learn new vocabulary and to communicate in English as they play. Children learn rhymes and successfully name the fruits they are eating in English. The childminder actively promotes the children's independence. For example, children are encouraged to tidy away their toys after they have finished playing with them and to put on their own outdoor shoes. Children enjoy being physically active outside in the fresh air. They eagerly run, refine their climbing skills and enthusiastically run and jump into the ball pond.

What does the early years setting do well and what does it need to do better?

- Since the last inspection, the childminder has taken steps to meet the action raised. The childminder now understands her responsibility to provide Ofsted with the required information to enable suitability checks to be completed for any new assistant.
- The childminder has successfully created a welcoming environment for the children in her care. She completes mandatory training and is continuing to access further training to strengthen her existing knowledge. For example, the childminder has recently completed training to support her knowledge of how children learn.
- The childminder structures her curriculum to build on what children know and can already do. She joins in their play and completes ongoing observations of them. This successfully supports her to understand each child's individual personality and development needs. However, on some occasions, the childminder does not expand children's thinking and knowledge.
- The childminder acts as a positive role model to the children. She effectively supports young children to manage their feelings and talks to them about the importance of being kind, considerate and respectful to others. Older children show thoughtfulness. They spontaneously find their peers' shoes as they gather their personal belongings before going home.
- The childminder successfully maintains regular communication with the

children's parents about children's home lives, well-being and development. Additionally, the childminder shares ideas with parents about how they can support their child's learning at home. For example, she shares picture cards with words in English to support children who speak English as an additional language. Parents comment positively about their child's experiences during their time in the childminder's care. They state that their children are always happy to attend.

- The childminder provides children with healthy, nutritious snacks and meals. She ensures information is requested from parents regarding any special dietary requirements and preferences at the start of their time with her. Children enjoy their food and sit appropriately around the table with their peers. They develop good self-care skills and have access to their water bottles.
- On the day of the inspection, the childminder planned a planting activity to develop the children's understanding of planting and growth. However, the activity and the resources provided to support the activity were not effectively planned. At the start of the activity, children's attention was not fully sustained and intended learning did not take place.
- The childminder works with a co-childminder and an assistant. This supports her to share ideas and monitor the effectiveness of the setting. The childminder encourages her assistant to access training opportunities and closely monitors her practice and interactions with the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. She attends regular safeguarding training to ensure her knowledge is up to date. The childminder confidently recognises the signs and symptoms that might indicate that a child is at risk of harm. She knows the relevant agencies to contact if she has a concern about a child's safety and well-being. This includes the procedures to follow if an allegation of abuse is made against herself or other adults. The childminder successfully minimises risks of potential harm to the children in her home and garden. She understands the importance of maintaining accurate accident and medication records.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- use every opportunity to extend children's learning during spontaneous activities, to build on what they know and can already do
- improve the organisation and delivery of planned activities to support intended learning intentions.

Setting details

Unique reference number	EY484140
Local authority	Luton
Inspection number	10291295
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 11
Total number of places	18
Number of children on roll	15
Date of previous inspection	29 March 2023

Information about this early years setting

The childminder registered in 2015 and lives in Luton. She operates from 6am to 7pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder works with a co-childminder and an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ann Austen

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the areas of her home that children access. They discussed how the childminder organises her setting and plans the curriculum and experiences for children.
- The childminder showed the inspector around her home and discussed how she ensures it is safe and suitable for the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the childminder, her co-childminder and assistant.
- Parents shared their views of the provision with the inspector.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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